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Those who heard Professor Bennett's paper entitled A Roman Colonel Waring some time ago must have been struck with his remarkable gift for making even as uninspiring a writer as Frontinus live before a modern audience. They will accordingly not be surprised that his popular lecture on Quintilian, given as a Presidential address at the last meeting of the American Philological Association and printed in *THE CLASSICAL JOURNAL* 4. 149-164, under the title An Ancient Schoolmaster's Message, is not merely intensely interesting but vivifies in striking fashion the pedagogical views of Quintilian and shows that in the essence of pedagogical theory teaching has advanced very little in 1800 years.

Quintilian's views as to the essentials in Latin teaching are those to which, after many years of floundering, most teachers of Latin are now returning. He held that forms should be learned thoroughly, that grammar is not a dry and profitless study but an introduction to the life and growth of the human mind, that memory is an extremely important function in education and should be cultivated with great care, that precocity is to be suspected, that in orthography the simplest forms of spelling should be adopted, that, in pronunciation the pronunciation of the best should be the norm, that it is easy to lay entirely too much stress upon physical training, that an important function of education is to develop the ideal in man and that premature specialization is extremely bad, and, finally, that the training of youth should not be thrown entirely upon the school but should be an important home element.

The whole address is so well worth reading that it is difficult to make selections from it, and yet a couple of paragraphs have appealed particularly to me. With regard first to the value of grammatical training (p. 155):

Exceedingly valuable, too, is the insight afforded by grammar into the psychology of language, its life and growth. Many of the conventional means of expression are really illogical and have been determined in their form by analogy, which is a hardly less potent factor in syntax than in sounds and forms. For human speech was not primarily a creation of the logician, but an emanation from, and an evolution of, the folk-consciousness. The same forces that brought it into existence determined in the main its entire future career, and forever precluded the existence of an ideally perfect and con-

sistent scheme of expression. What we see in language, therefore, is largely the waywardness and inaccuracy of the popular mind. Rightly apprehended, then, grammar in its manifold phases takes us into the secret history of the human intellect, and shows its most diverse functions in actual play. It is no exaggeration to say that the history of a people is writ large in the people's speech; and the study of grammar is but the study of this speech.

All this is eminently true and I can well remember the great delight that I experienced when first I came under the instruction of Professor Gildersleeve, the keenest grammarian in the best sense that this country has seen. As a matter of practical experience, nothing is quite so interesting to students as their first insight into the real meaning of grammar. Of course, there is a danger, too. If language is the expression of the waywardness of imagination of the popular mind it is important that this waywardness should not be displayed to intellects still too immature to appreciate it. We undoubtedly do suffer from the application of university methods to early college instruction.

I was also much interested in the following paragraph on orthography (p. 157):

One of the vexed questions of elementary teaching in Quintilian's day concerned the orthography of Latin words—whether to write *adsisto* or *assistio*; *adrideo* or *arrideo*; *inrumpe* or *irrumpe*, etc. The same question has within recent years assumed a momentous prominence in the study of elementary Latin in America. To my mind it introduces a difficulty as gratuitous as it is vexatious. Latin is hard enough anyway, without loading it with a mass of pedantic details to worry and discourage the beginner. Quintilian's advice on this point is most sensible and pertinent. "Write as you speak", he says, "except where custom has otherwise decreed". Elsewhere he tells us that the assimilated pronunciation was in vogue. Evidently he regarded that as the preferable orthography. But he expressly deprecates paying much attention to these puerilities, as he calls them. Instruction means something else to him than frittering away time and energy on such trivial formalities. I heartily wish that we might take the same sensible attitude in our Latin teaching, and not multiply confusion for the pupil by spelling the same word now in one way, now in another, as is often done in our texts—frequently on one and the same page. For myself I hold that Latin exists for the pupil, not the pupil for Latin; and I have consequently regretted not a little in recent years to observe the increasing attention paid by makers of secondary text-books to the quiddities of scholarship. Even the useful *j* is currently dis-

guised as *i*, till the pupil and—I regret to say—not a few teachers, no longer know when the character stands for a vowel and when for a consonant.

With the main point of this paragraph every experienced teacher must be in thorough sympathy. I remember that some years ago the attempt was made through the American Philological Association to standardize the spelling of Latin for American text-books, but the attempt came to naught and yet it is an important consideration in setting examinations that shall be taken by students from many different localities and using many different text-books. The question of spelling is an insistent one, and the student may well be disturbed by seeing on the same examination paper such spellings as *coniciunt*, *coniciunt* and *coiciunt*. I see no reason why assimilation should not be employed in all American texts.

The last sentence of the paragraph quoted is also an interesting and amusing example of how a clear-headed scholar can confuse essentials. Teachers that do not know when the character *i* stands for vowel and when for consonant should take to heart what is said in the earlier part of this same address:

Let me here record my conviction that a college graduate, who has been a poor Latin scholar in college, is not fit to teach even elementary Latin. In fact such a person is conspicuously unfit for such labor, not so much from lack of large attainments as from lack of the spirit that a good scholar inevitably takes into the classroom and implants in his pupils. Only the lover of accuracy will beget a love of accuracy in his pupils, and without this there can be no scholarship—no really excellent instruction. If education is not to become a meaningless thing among us, it must be taken very seriously; and the prospective teacher must dedicate his whole energy to the profession he chooses. Teaching cannot safely be made a makeshift. Any such attitude involves disaster to the individual who risks the experiment, to the pupils under him, and above all, to the community and ultimately to the national life.

G. L.

THE TEACHING OF FIRST YEAR LATIN¹

Can anything more be written on this subject than has already been written? What can be done with so large a subject within a time limit of ten minutes? These are questions which naturally suggest themselves to one asked to prepare a ten-minute paper on the subject.

Let it be said at the beginning, then, that this paper does not attempt to consider the subject in all its phases, nor does it lay any claim to great originality or startling discovery. It is pretty much the same old story, and yet while so many of our high school pupils are studying First Year Latin, while there are problems still unsolved in the teaching of the subject, just so long it is worth our while to discuss the methods employed, the results accomplished, and to consider suggestions for im-

provement in the presentation of the subject to our pupils.

Why so many pupils fail in their First Year Latin is a subject upon which much has been said and much written. Many are the answers to this perplexing question, for there is no denying the fact that many do fail, or at least enter upon the work of the second year poorly prepared. In the first place there are those pupils who have no natural ability for the mastery of any language. There are those who have no seriousness of purpose in school work, whose minds are occupied with athletics, social functions, or other matters, and whose parents take little interest in the concerns of their children. Then there are those, in the third place, who possess fair ability, who are faithful, conscientious pupils, but who either fail entirely or get a very poor foundation for more advanced work. As to the first class it need only be said that they should be turned into another course at the earliest possible date. As to the second, every effort should be made that is reasonable and possible to interest them in their work. Our chief concern should be with the third class, which in the past has been by no means a small class.

All failures, or poor results, cannot be attributed to one and the same cause. The successful teaching of First Year Latin depends upon many things: the atmosphere, the spirit, the standards of the school, the previous training of the pupils, length of period for recitation, and foremost of all the teacher, his training and experience, his personality—that magnetism and force which draws and holds the interest and the best effort of the pupils. But to pass over all other considerations let us confine our attention in these few moments to just one point which has without doubt driven the boat of many a pupil against the rocks of discouragement and failure. This point is the *lack of definiteness* in our methods. Or, to express it in another way, are we not trying to conduct too many rings at the same time in this circus of First Year Latin?

Let me illustrate this point by referring to two or three books of recent publication which are being adopted to some extent. In the fourth lesson of one book a paragraph is devoted to a consideration of the Ablative of Means or Instrument, and another paragraph to the Ablative of Place Where. There follows a vocabulary of 14 words, ten Latin sentences, seven English, and a collection of Latin sentences for Conversational Work. Lesson five covers the first declension of nouns and adjectives, together with the usual considerations of gender. The next lesson drops all this and takes up the present tense of a verb of the first conjugation and introduces a consideration of how questions are asked in Latin, followed, of course, by the usual

¹ This paper was read at the meeting of the Vermont Section of the New England Classical Association, at Burlington, on December 5, 1908.

amount of vocabulary, Latin and English sentences. In lessons seven and eight nouns of the second declension are considered. Then comes a lesson on *sum*, seasoned with a few rules of syntax. Now turn to another book. By the time this book has covered eighteen short lessons, the general rule for the Genitive has been considered, as also the Genitive of Possession, the Genitive of Description, the Dative of the Indirect Object and the Dative of Possession, the Ablatives of Means, Cause, Instrument, Description and Specification. In addition to all this there has been in one lesson a consideration of the first declension, with vocabularies, English and Latin exercises, then a lesson on some part of the verb, then the second declension, then *sum*, then some adjectives. And so on. The scene is constantly changing: a little of this and then a little of that. Rules of syntax are introduced which first-year pupils do not need and which they do not understand. But they have had a variety.

Now, when a boy of 14 has gone through 25 or 30 lessons in this way, is it possible for him to have a very definite idea of what has been accomplished or a very clear idea of what is being aimed at? He has tried honestly and faithfully to understand what the Ablative of Specification or the Ablative of Description is for. He has spent hours at home trying to make the different blocks of an English sentence fit together into some sort of a Latin structure. He has managed to get something out of the Latin exercises. He has tried to converse in Latin. He has learned his vocabularies. He has studied the queer way of pronouncing the Latin words and has tried his best to imitate the sounds. Stems, roots and accents have come in for their share of his time and attention. *But meanwhile what about the learning of forms?* These have come in for their share of the time, but usually after the other parts of the lesson have been prepared. The little time that was left was spent on the forms. The fact is he has been trying to watch too many rings at the same time and he is beginning to get a little bewildered. By the time this process has continued through fifty or more lessons his ideas of Latin are pretty well scattered and indefinite.

But some contend that this variety must be introduced in order to hold the interest, and to make it easy for them. Now I do not believe that our boys and girls to-day have got to have everything made easy for them in order to hold their interest, nor do I believe that it is a good thing for them. We have too much of the scattered, superficial, easy method used in our schools to-day. It is a good thing for our pupils to have hard, but definite, problems to work out for themselves. Under the leadership of a good teacher I believe that they like to attack a subject when told that it is a little hard, nor does their interest lag when a definite problem

is set before them. But we must make the problem just as definite as possible, and not confuse them by introducing too many different features of the work during the early part of the year.

Now, what are some of the definite and essential elements to be put before the beginner? First and foremost, they must get an understanding of what an inflected language is. To most of them this is a new idea. So the learning of forms becomes the first and most essential thing. To this work the greater part of the study time each day ought to be devoted during the first term at least and other features of the work made to stand in the background.

But in this work of learning forms, instead of studying the declension of nouns a little here and a little there, creating the impression that there is never going to be an end to the subject, more definite, more satisfactory results will be accomplished if nouns representing the first, second, fourth and fifth declensions are placed on the same page side by side and these four declensions are compared and studied and learned before anything else is introduced. While learning these forms they can learn something about the stems, the general uses of each case, the meanings of a short list of nouns in each declension, and how to pronounce the words from hearing the teacher pronounce them. The first and second declension of adjectives would naturally follow and be a comparatively easy task. The third declension of nouns needs to be studied by itself. They will not master all its difficulties of stems and genders and irregular forms the first time over. This can come only through constant review. But they will have the satisfaction of knowing that they have a working knowledge of all the declensions of nouns. In this same way the indicative of the four conjugations may be compared and studied and learned. And so on through the pronouns and all the most essential and important forms and declensions.

Along with this work a small vocabulary is being acquired, short and very simple Latin exercises illustrating the most simple and ordinary points of syntax are being introduced, also phrases and short exercises from English to Latin, provided this is done for the most part during the recitation period. In a word, then, during the first part of the year the definite problem to be worked out is that of learning the essential forms. Nothing should be introduced that will obscure this aim. Unnecessary points of syntax, subjunctives, the puzzling over English exercises to be translated into Latin, should all be reduced to a minimum, while the all-essential work of learning the forms is the problem to be worked out.

When this has been accomplished the subject of syntax will come in for its full share of attention

with the more extended exercises for translation. This will call for a constant review of the forms which have been studied and it will fix them in memory as only constant review and use can do.

Now, I believe that this method, so hastily and imperfectly outlined, makes the problem a more definite problem. When a boy goes to his recitation in mathematics he generally feels pretty sure whether or not he has his lesson prepared. He has learned his numbers, he has learned to count, he has learned something about the use of *a* and *b*, *x*, *y* and *z*, before he has tried to add and subtract, or solve a problem containing an unknown quantity. And so in this matter of First Year Latin the best results can be accomplished only when the work is made definite and the scattered methods so often used in our books are avoided. Some such plan as that presented by Mr. Muzzey in his *Beginner's Book in Latin* will yield good results when wisely used. It may not be as easy for the teacher. It may at first be hard for the pupil, but I insist that boys and girls are not afraid of hard problems when rightly encouraged, and there is always a joy in mastering something hard which encourages to new and even better efforts.

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REVIEWS

Xenophon's *Hellenica*. Selections. By Carleton L. Brownson, Ph.D., Assistant Professor of Greek, College of the City of New York. New York: American Book Company (1908). Pp. 415. \$1.65.

This book has the usual handsome exterior of the Greek Series for Colleges and Schools, published by the American Book Company. Without, the cover is done in garnet and gold. Within, the type, barring occasional faintness, is good, the spacing generous, and the general appearance of the page attractive. The notes, as usual in this series, are printed at the bottom of the page.

The aim of the editor has been to include in one usable volume the parts of the *Hellenica* which he thought historically most important. The first two books are given entire; selections are made from the remaining five. Of the omitted parts brief summaries are given to enable the student to follow the narrative. The total amount of text is about 4,500 lines, or about 150 pages if printed as solid text.

The quantity of text supplied is perhaps greater than necessary for a book of selections. At least a whole term (a half-year) would be required to read all that is given, and it may be doubted whether many teachers would care to devote that much time to it, especially when they reflect that the students, before entering college, have been reading nothing in the way of Attic prose but Xenophon. I am assuming that the *Hellenica* would be read, if at all,

in the first year of college. It is unfortunate for the *Hellenica* that a congener like the *Anabasis* precedes it in the schools. The degree of resistance which it offers suggests the first year in college rather than a later time. But as many students take Greek for only one year in college, the question arises whether we ought not to give them Lysias or Plato or Herodotus or the *Odyssey* instead of more of an author whom they have already had. At Princeton, where students read Greek for at least a year and a half, the *Hellenica* has had to yield place to Plato.

In the preface of the present volume the hope is expressed that teachers in the secondary schools may occasionally be induced to read the *Hellenica* instead of the *Anabasis*. This would be an interesting experiment to make and Professor Brownson's volume would seem to be well adapted for such an experiment.

The manner in which the editor has executed the task set before him must command approval. The notes have been written with care and ability and are generally helpful. The present reviewer sees very little to criticize here. One would perhaps prefer to see less *translation* in the notes, especially when these are given at the foot of the page. The notes to many recent texts, because of the abundance of passages translated, are in the nature of 'modified trots'. The translation of all hard phrases tends to an evasion of that intellectual tussle which strengthened the mental thews of the readers of the older editions.

One annoying circumstance that the editor had to contend with was the necessity of giving references to five grammars for ordinary points of syntax. Considerable space is consumed by many citations like these: . . . S.2346 d; HA.906; B.616, 3; G.1417; GL656 c. I counted eighty in the first 100 pages. We seem in America to be suffering from an excess of eminent grammarians.

Speaking of space one wonders whether there are not some pages in the introduction and at the end of most of our texts that might be omitted. In the present instance we want, to be sure, the judiciously compressed life of Xenophon which Professor Brownson has written; also the chapter on The Syntax and Style of Xenophon, and the brief notice of Other Authorities for the period covered by the *Hellenica*. These chapters constitute about ten pages of the twenty-nine which we find. The other nineteen pages, dealing with The Subject and Scope of the *Hellenica*, its Relation to Thucydides, its Divisions, Interpolations, Merits and Defects, might have been compressed—one does not like to say suppressed. Something might be left for the teacher to say, especially in a college text-book.

Again at the end of the book we have many pages that the student surely and the teacher perhaps would be content to have left out. The text

ends on page 348. From there to the end on page 415 there are sixty-seven pages, which no doubt contributed to make the book rather high in price. These pages consist of Appendices on (I) The Life of Xenophon, (II) The Relation of the Hellenica to Thucydides, (III) The Divisions of the Hellenica, (IV) The Interpolations in Part I of the Hellenica, (V) Manuscripts, Editions and Auxiliaries. Finally there comes the List of Proper Names, and the Greek Index and the English Index. Here again one wonders whether much might not have been suppressed without diminishing the usefulness of the book. Or if the teacher does need such careful coaching—the learned references make it clear that these appendices are not intended for the student—would it not be fairer and better to print such things as separate booklets to be sold only to teachers?

But in fairness to Professor Brownson it should be said that the features to which objection is here ventured are not by any means peculiar to his book. Judged by the methods and fashions now in vogue for making text-books, his book would have to be pronounced a good book, and even according to the notions above expressed it is not an inferior one.

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What Rome Was Built With. By Mary Winearls Porter. London and New York: Oxford University Press. (1907). Pp. VIII + 108.

This handbook, when revised, will be a useful addition to the library of the classical scholar. It is devoted to a description of the various kinds of stone, especially marble, limestone and granite that were employed in Rome. Nothing whatever is said about brick or concrete construction, so that strictly speaking the main title is something of a misnomer. The geographical order is followed, and stones brought from the same country are described together. The author does not confine herself to the ancient city exclusively, and nearly as much space is devoted to notes on the use of the various marbles and granites in the middle ages and during the renaissance as in the period when Rome was really being built.

In general the description of the stones is correct, and that of the quarries useful and interesting, but the book is written in a somewhat hap-hazard style. Evidently the author sent her first draft to the printer, and the proof was read with undue haste and carelessness. As a result of this haste, besides instances of mere padding (e. g. pp. 26-27), infelicities of style such as "the triumphal procession of captured statues" (p. 67), and many misprints, there are too many errors and contradictory statements about matters in regard to which the

author should have consulted some recognized authority. Thus on p. 4 we are told that the *lapis niger* was "probably the first piece of marble ever brought to Rome", on p. 93 we read that "Boni also discovered a fine pavement of handsome black marble of the time of the Gracchi", on p. 39 that "Boni is led to believe, from pieces of Giallo Antico found in the sacrificial or expiatory stratification under the Niger Lapis, that this marble was brought to Rome as early as 200 B. C.", and on p. 100 that "the earliest instance we know of Synnadian marble being brought to Rome is that of the columns of the Basilica Aemilia erected in 179 B. C."

Aside from the contradictions here, there is no authority for Bruzza's assertion, on which Miss Porter bases her statement, that the columns of the original basilica were of marble at all.

On p. 48 Salmasius appears in a list of "ancient writers"; the Mamurra of the Ciceronian period is identified with the Mamurra of Martial 9. 59 (p. 5); "the house of Scaurus was valued at £885,000", we read on page 9, although even Lanciani (Ruins, 119) has finally placed an interrogation mark after that sum; and the masses of tufa found under the walls of Ara Coeli "are believed to have been part of the Capitoline Arch (?) of twenty-eight centuries ago" (p. 15). For Miss Porter the Pantheon is still the original work of Agrippa (p. 35); "porphyry is derived from the Latin *porpora*" (p. 52); "Marcellus" (p. 48) has displaced Marcellinus; Luna and Luni are used interchangeably (pp. 26, 27); and the god of the new régime masquerades under the name of "the Palatine Apollinus" (p. 23). The bibliography at the end of the book contains only titles with no bibliographical details, and in the notes there are no references to page or section in works cited except in the case of classical texts.

There is good material in the book but it should be revised carefully, and it does not by any means take the place of the excellent introductory chapters of Middleton's Ancient Rome.

S. B. P.

NEW YORK LATIN CLUB—Last Luncheon

The third and last luncheon of the New York Latin Club for the year 1908-1909 will be held at the Hotel Marlborough on Saturday, May 22, promptly at noon. The previous luncheons have been well attended; so, too, have the two informal meetings held at the Packer Institute. All members of the Club and all others interested are cordially invited to be present. Tickets for this luncheon (75 cents) may be got at the luncheon.

Professor Samuel Ball Platner, well known for his *Monuments and Topography of Ancient Rome*, as well as for other writings, will address the Club on *The Early Stages in the History of Rome*.

THE HAVERFORD MEETING

The Third Annual Meeting of The Classical Association of the Atlantic States, held at Haverford College on April 23-24, was a distinct success. The attendance was good; the arrangements made for the comfort of the members by the retiring president, Mr. Franklin A. Dakin, of the Haverford School, and by various representatives of Haverford College (Professor W. W. Baker, Dr. R. M. Gummere, Professor W. H. Collins, Superintendent of Buildings and Grounds, and Miss Martha B. Smith, Matron) were perfect. The weather on Saturday was delightful. Somewhat more discussion of the papers might well have been profitable. But over against this was the fact that, since every speaker kept strictly within the time limit of twenty minutes, there was abundant opportunity for the members and guests to meet one another. At the close of the meeting the hearty thanks of the Association were tendered to the persons mentioned above for the contributions made by them to the marked success of the meeting.

The papers presented at the meeting will be given in full in early numbers of Volume 3 of *THE CLASSICAL WEEKLY*. At this time, therefore, little need be said about them. The program was as follows:

(1) Address of Welcome, Professor Frederic Palmer, Dean of Haverford College. Mr. Palmer called attention again to the pressure of scientific and so-called practical studies on the curriculum of school and college, and reminded the members that this pressure can be resisted only if the teachers of the Classics bring them into vivifying relation to their pupil's lives and experiences. (2) Elements of Interest in the Anabasis, Dr. R. L. Guernsey, Columbia University. Dr. Guernsey held that the Anabasis affords opportunity for fruitful study of incidents and adventures, of countries and tribes, of character and equipment of soldiers and leaders, of skill in argument and debate, of politics and strategy, of government and religion, in a word for interpretative study of ancient life. Grammatical drill and word-study are imperative, but only as a means to an end. Ability to read and desire to read are to be cultivated; the student must be made to feel that he is to read the Anabasis primarily because it is a valuable portion of our inheritance from the intellectual wealth of antiquity. The work must be viewed as a whole, not merely in sections; its merits must be noted and the significance of the events it chronicles.

(3) Hysteron Proteron in the Aeneid, Dr. R. G. Kent, University of Pennsylvania. Dr. Kent, subjecting the Aeneid to logical analysis, held that this phenomenon is far more common in the Aeneid than is commonly supposed. He gave a list of ex-

amples, discussing some of them, and suggesting explanations of the frequency of the phenomenon.

(4) De Quincy and Macaulay: Their Use of Classical Tradition, Dr. R. M. Gummere, Haverford College. Of the many points covered by this paper the following may be noted: Their theories of a classical training. Both Macaulay and De Quincy anticipated the study of our own language in school and college curricula; De Quincy on the Homer and the Homeridae; the Lays of Ancient Rome; Their Opinions on History, especially on Herodotus; Excellence of De Quincy's Philosophy of History; Macaulay on the Athenian and the Elizabethan Drama; Their Use of Words and Quotations. (5) The Place of the Reader in First Year Latin, Dr. Susan B. Franklin, Ethical Culture School, New York City. Miss Franklin held that a reader should increase interest in the language as a living thing, should serve as a kind of laboratory exercise on forms and syntax learned in a Beginner's Book and should help the student in the difficult art of learning to read. It should, therefore, contain only a few definite things, gradually introduced and often repeated. The paper indicated the range of syntax and vocabulary desirable in such a Reader and gave the results of the examination of various Readers in use in England and America, pointing out interesting differences and possibilities of some adaptation of English methods to our own field. (6) Matters of Present Moment and How to Deal With Them, Miss Josie A. Davis, Morris Heights High School, New York City. The paper included (1) a consideration of some of the conditions under which High School teachers are expected to train pupils in Latin, complex curriculum, excessive requirements, over-large classes, too rapid promotions, unequal terms operating in favor of the modern languages, race for points; (2) recommendations for (a) modification in requirements along the lines laid down by the American Philological Association, (b) for the preparation of a report giving accurate, and, wherever possible, statistical information on the conditions and the results of the study of Latin in the Secondary Schools.

(9) Greetings from The Classical Association of New England, Professor George E. Howes (Secretary-Treasurer), Williams College. Mr. Howes spoke very pleasantly, emphasizing the possibilities of co-operation by the various classical associations. In this connection it may be noted that the Association voted to invite The Classical Association of New England and The Classical Association of the Middle West and South to send delegates to its annual meeting in 1910, and to send representatives itself to the annual meetings of the Associations named.

(10) The Value of the Classics: An Outsider's View, Professor William Wistar Comfort, Pro-

fessor of Romance Languages at Haverford College. Professor Comfort's address was most interesting. He took strong ground for the Classics, holding frankly that the modern languages, as thus far taught in this country at least, are in no sense an equivalent in training for the Classics which they have in such large measure supplanted. Classics and mathematics he would have every pupil study.

(12) Symposium on First Year Latin: Essentials versus Non-Essentials. I. Pronunciation, Miss Theodora Ethel Wye, Teachers College. II. Forms, Mr. Charles C. Delano, Jr., Brooklyn Latin School, Brooklyn. (a) What forms must be learned? what forms may safely be eliminated? (b) How can the essential forms be mastered? Should they be learned piecemeal? or in large blocks? (c) Aids to teaching forms? modes of reciting or using paradigms to advantage? modes of fixing forms in mind? III. Syntax, Miss Anna Petty, High School, Carnegie, Pennsylvania. (a) What principles should be mastered in this year? what principles may be safely omitted? (b) When should the study of syntax begin? at once? or should it be postponed until a goodly number of forms has been learned? (c) Modes of presenting syntactical principles and of fixing them in mind. IV. Vocabulary, Mr. Stephen A. Hurlburt, The Kelvin School, New York City. (a) How many words should be learned? what words; what meanings? (b) Aids to acquiring these words? (c) What part should word-formation play? V. Latin Writing, Dr. George D. Hadszitz, University of Pennsylvania. (a) When should it begin? (b) Place of oral work? (c) Should there be much writing or little? (d) How much should be attempted in this year (i. e., what principles of syntax should be attacked)? (e) Helps?

(13) The Legality of the Trial and Condemnation of the Catilinarian Conspirators, Professor George Willis Botsford, Columbia University. (1) The Valerian and Porcian *leges de provocatione*. (2) The *quaestiones perpetuae*, the *quaestiones extraordinariae*, the *senatus consultum ultimum* and the right of appeal. (3) The interpretation of *lex Sempronia de provocatione* by (a) The *optimates*, (b) The *populares*. (4) Cicero's varying procedure in dealing with Catiline and his accomplices. (5) The attitude of the *populares* toward Cicero's conduct: (a) The opinion of Q. Metellus Nepos, tr. pl. (b) The Clodian plebiscita affecting Cicero. (6) Summary of the constitutional argument.

(14) Amateur and Professional Latin in the High School, Mr. C. R. Jeffords, Eastern District High School, Brooklyn. (1) Should Latin in the High School be treated as a technical subject or as an element in a liberal education? (2) Essential differences between the methods of presentation appropriate to each of these phases of the subject.

(15) Some Recent Excavations in Asia Minor and Greece (Illustrated), Professor David M. Robinson, Johns Hopkins University. The paper dealt with Sardis, Miletus, Corinth, Sparta, etc.

(16) An Examination of the Theory of Sense-Perception as Stated by Lucretius, Professor Robert B. English, Washington and Jefferson College. The paper examined the functions (1) of the external object, (2) of the sentient being, (3) of the mind, in the process of gaining a knowledge of the outside world, and discussed Lucretius's views in the light of more recent investigations.

The Secretary-Treasurer reported that during the year the membership of the Association had increased from 288 to 429. There had been but nineteen withdrawals in all; of these, one was due to marriage, six to removal beyond the territory of the Association. Of these six, three are subscribers to THE CLASSICAL WEEKLY. The total number of new members secured during the year was 160; the net gain was thus 141 members, an increase of nearly 50%. The year had also been one of success for THE CLASSICAL WEEKLY, in that all bills incurred for the publication of Volumes 1 and 2 will easily be met, there will be a surplus besides, and the Association owns an addressograph machine which, with type sufficient to address 800 envelopes weekly, had cost about \$100. The thanks of the Association were voted to Professors Lodge and Knapp for their share in the success achieved by the Association and THE CLASSICAL WEEKLY.

Some details of the membership may be of interest: New York has 209 members (of which 26 are in Brooklyn, 93 in New York City), New Jersey, 58 (of which 22 are in Princeton); Pennsylvania, 79 (of which 19 are in Philadelphia); Delaware, 5 (all in Wilmington); Maryland, 31 (of which 27 are in Baltimore); Virginia, 11; Washington, 30. Several other members are temporarily living outside our territory. Within the last two weeks about 25 new members have been gained for the year 1909-1910. In the list of subscribers to THE CLASSICAL WEEKLY nearly every state in the Union is represented.

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